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ABSTRACT

This paper discusses three Federal programs related to the Individuals with Disabilities Education Act (IDEA): (1) Part H, the Program for Infants and Toddlers with Disabilities; (2) Section 619 of Part B, the Preschool Grants Program; and (3) under Part C, the Early Education Program for Children with Disabilities (EEPCD). An overview of each of the programs is provided, followed by an outline of major accomplishments to date. The paper concludes by stating that all states, including those in the Pacific and Atlantic Basins, and EEPCD projects are making progress to fulfill the goals of P.L. 99-457 and the current amendments to IDEA. In particular, states and jurisdictions are being encouraged to enhance child development, maximize inclusive practices, and support and collaborate with families and partners throughout the planning and provision of services. The paper includes references, data tables, and a list of additional publications available from the National Early Childhood Technical Assistance System (NECTAS). (SG)

Number 7 May 1995 (rev. for third printing August 1996)

Progress in Providing Services to Young Children With Special Needs and Their Families

An Overview to and Update on Implementing The Individuals With Disabilities Education Act (IDEA)

by Pascal L. Trohanis

ED 455 664

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Introduction

With bipartisan support, the 99th Congress enacted and President Reagan signed into law on October 8, 1986, P.L. 99-457, the Amendments to the Education of the Handicapped Act (EHA). These Amendments reauthorized the EHA and included a rigorous national agenda to increase and improve services for young children with special needs, birth through 5 years of age, and their families. This agenda was fueled by the needs of children and families and by the documented benefits of early intervention and preschool services. Furthermore, the unique role of families in the development of their children with disabilities was recognized, along with the importance of family participation throughout the policy development and service provision processes. Collaboration and coordination among existing Federal, state, and local agencies were considered to be critical to this process. And, a multiplicity of responsive, appropriate, inclusive, and high-quality services was recommended.

This reform agenda was subsequently updated through amendments P.L. 101-476, The Individuals with Disabilities Education Act (IDEA), in October 1990; P.L. 102-119, amendments to IDEA, in October 1991; P.L. 102-421, amendments to IDEA, in 1992; and P.L. 103-382, amendments to IDEA by the Improving America's Schools Act in October 1994. *(See Figure 1 for a depiction of the historical evolution of IDEA and its relationship to other Federal initiatives related to services to young children with special needs.)* IDEA contains numerous initiatives, including research, training, educational technology, demonstration, outreach, and technical assistance. Three major portions of IDEA have been particularly critical to the expansion and improvement of services to infants, toddlers, and preschoolers in states and jurisdictions: Part H, the Program for Infants and Toddlers With Disabilities; Section 619 of Part B, the Preschool Grants Program; and, under Part C, the Early Education Program for Children With Disabilities (EEPCD).

This paper provides an overview of each of these three Federal programs, followed by an outline of major accomplishments to date.

Program Overviews

Program for Infants and Toddlers With Disabilities (Part H)

The Program for Infant and Toddlers With Disabilities was initiated under EHA in 1986. Frequently referred to as Part H, it created a voluntary program to assist states and juris-

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A program of the Frank Porter Graham Child Development Center, University of North Carolina at Chapel Hill

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dictions with funds to plan, develop, and implement a statewide system of comprehensive, coordinated, multidisciplinary, interagency programs for all eligible young children with disabilities, birth through 2 years of age.

Each participating state's system, which was phased in over a 5- to 7-year period, must be tailored to suit its own needs and characteristics. *(See Figure 2 for a short history of when participating states and jurisdictions have assured that appropriate early intervention services are entitled and available to all eligible infants and toddlers and their families. Note that the majority of states have been in the implementation phase since only September of 1993.)* Each state or jurisdiction, in concert with its local communities, is to design a family-centered, responsive, collaborative, culturally appropriate, and high-quality service system with an emphasis on natural settings. Each system must include, at minimum, the 14 components called for in the law *(see Figure 3)*.

The governor of each state or jurisdiction is charged to appoint a lead agency within the state to plan and oversee the operation of the comprehensive system. Agencies performing a variety of functions have been appointed to play this important role. *(See Figure 4 for a list of Part H lead agencies.)* Additionally, an Interagency Coordinating Council (ICC) is appointed by each governor to advise and assist the state's lead agency. Each ICC has an appointed chairperson and is composed of various agency, service provider, university, and parent representatives.

According to federal law, the U.S. Department of Education distributes funds to the states to help them carry out collaborative systems planning and policy development and implementation for infants and toddlers who have disabilities or, at a state's discretion, for infants and toddlers who are at risk of having substantial developmental delays. These grants also may be used to pay for the provision of direct services to children which are not otherwise provided for by other public or private sources, or to expand and improve services that already are available *(see Figure 5 for a list of the array of services that can be provided under Part H)*. Initiatives may include special demonstration projects, family support programs, evaluation studies, inservice education, and technical assistance efforts. Congress appropriated $50 million for the first year of this multi-year initiative; $67 million for the second year; approximately $69 million for year 3; $79 million for year 4; $117 million for year 5; $175 million for year 6; $213 million for year 7; $253 million for year 8; and $316 million each for years 9, 10, and 11 (see, for example, DOE 1995). State grants are based upon a census formula that takes into account the state's overall birth through 2-year-old population. Based upon an informal NEC*TAS analysis of state costs for early intervention, federal Part H grant funds support approximately 16% of the total costs for early intervention. *(Annual appropriations and the total number of infants and toddlers that states report having served are presented in Figure 6.)*

Under this part of the federal statute is the establishment and operation of a Federal Interagency Coordinating Council (FICC). This unique Council is charged with ensuring coordination and cooperation of federal early intervention and preschool programs and of policies across federal agencies. The FICC is composed of diverse representatives, including parents who are local consumers, federal agencies, ICC chairs, state agencies, and others who provide services to this population. The Council meets in Washington, D.C., on a quarterly basis.

Two major studies of the Part H program were undertaken at Congress's request. The first was a study of early intervention activities conducted jointly by the U.S. Departments of Education and Health and Human Services (1989). This effort, concluded in 1989, described the variety of national efforts sponsored by these two large federal agencies and others. The second study, by the U.S. Department of Education (1993), examined and developed recommendations for the formula for distributing federal Part H funds to states and jurisdictions after October 1994.

Preschool Grants Program (Section 619 of Part B)

This part, referred to as Section 619, amends a previous portion of Part B of EHA, that was known as the Preschool Incentive Grant Program. It created enhanced incentives so that all states would provide an entitlement — a free appropriate public education (FAPE) — to all 3- through 5-year-old children with disabilities by school year 1991-92. Family services and variations in child programming are encouraged. *(Please refer to Figure 5 for the array of services that can be provided under Part B.)* All other requirements of a state's Part B plan for special education and related services — such as Individualized Education

Program (IEP), due process, nondiscriminatory testing and evaluation, and placement in the least restrictive environment — must be implemented. *(See Figure 7 for the years in which states and jurisdictions adopted a policy to provide FAPE.)*

The U.S. Department of Education awards formula grants to state educational agencies (SEAs) to implement this program through local educational agencies and other contracted community service agencies. Congress appropriated $180 million for the first year of this program; $201 for the 1988 federal fiscal year; $247 million for 1989; $251 million for 1990; $292 million for 1991; $320 million for 1992; $326 million for 1993; $339 million for 1994; and $360 million each for federal fiscal years 1995, 1996, and 1997. Grants to states are determined by the number of 3- through 5-year-old children receiving special education services. A minimum of 75% of these funds must go to local school districts for the provision of direct services to preschoolers and, therefore, supplement state and local funds to ensure that all eligible preschool-age children receive FAPE. Of the remaining 25%, 5% must be used for program administration and up to 20% may be used for the ongoing planning and development of a comprehensive service delivery system. *(See Figure 8 for general Section 619 budget information and for figures showing the growth of the national 3- through 5- year-old child counts.)*

The growth in the number of children being served under the Preschool Grants Program — from 261,000 in 1986 to 525,000 as of December 1994 — attests to states' commitment to this program and its success in reaching eligible children and their families. As a result of this growth, the U.S. General Accounting Office (1994) identified the Preschool Grants Program as the second largest federal program targeting its funds to 3-, 4-, and 5-year-old children, and the only federal program exclusively serving preschool-age children with disabilities.

Early Education Program for Children With Disabilities (EEPCD) (Part C)

This part amended previous portions of EHA by expanding the former Handicapped Children's Early Education Program (HCEEP), which began in 1969. As of October 1996, there are 109 EEPCD projects nationwide, including model demonstrations, research institutes, inservice training, outreach, and technical assistance (see also Guadagno, 1997). Collectively, these projects have successfully generated new knowledge and practices involving effective service delivery mechanisms that are responsive to the changing needs of diverse populations of children with special needs and and their families, and they have promoted family involvement in these services. Additionally, the projects have been enormously successful in stimulating state and local services and in producing concrete results. For example, 80% to 85% of these comprehensive, community-based projects have continued to provide services after their federal grant period. Their products, including innovative intervention models, curricula, assessments, and training materials have been disseminated widely, even to international audiences. The EEPCD grant program continues to serve an important role in our nation and should provide leadership into the future. *(See Figure 9 for an overview of EEPCD and other programs managed by the U.S. Department of Education through its Office of Special Education Programs, Early Childhood Branch.)*

The National Early Childhood Technical Assistance System (NEC*TAS) is a special EEPCD project that provides on-going consultation, support assistance, and inservice education to state Part H and Part B-Section 619 grantees and to other EEPCD projects. NEC*TAS also supports the work of the FICC and collaborates with other national TA and resource initiatives. NEC*TAS is a consortium project consisting of a coordinating office at the Frank Porter Graham Child Development Center of the University of North Carolina at Chapel Hill and five subcontractors. *(See Figure 10 for an overview of this national TA program.)*

Managing the day-to-day operations for the national EEPCD and state grant programs is the U.S. Department of Education in Washington, D.C. In particular, administrative guidance is provided by the Office of Special Education and Rehabilitative Services (OSERS) and its Office of Special Education Programs (OSEP) in Washington, D.C. *(See Figure 11 for an abbreviated organizational chart of this administering federal agency.)*

Accomplishments

All of America's eligible states and jurisdictions, including those in the Pacific and Atlantic Basins, and EEPCD projects are making progress to fulfill the broad goals of this national early childhood initiative.

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In attempting to implement seamless and inclusive service systems, all are using a variety of collaborative and creative strategies to address a number of implementation challenges posed by the early childhood provisions of the IDEA legislation. Many accomplishments can be traced to the implementation of this nationwide reform effort that began in 1986:

- **Direct Services.** *All* states and jurisdictions have expanded direct services to infants, toddlers, and preschoolers and their families. Since the 1992-93 school year, all states and jurisdictions have been ensuring the provision of a free appropriate public education (FAPE) to all eligible 3- through 5-year-olds, which has led to a dramatic growth in the number of children being served *(refer to Figure 8)*. And, since September 30, 1994, all eligible states and jurisdictions have been providing an entitlement to early intervention services for children, birth through 2 years of age *(see Figure 2)*.
- **Interagency Collaboration.** *All* states and jurisdictions have or are developing coordination plans and interagency agreements with other initiatives such as Head Start, developmental disabilities, GOALS 2000, maternal and child health, child care and development, mental health, Healthy People 2000, Title I and Even Start, and Medicaid. For example, 47 SEAs have agreements with Head Start.
- **Policies.** *All* states have developed policies and/or resource materials in areas that include eligibility, individualized family service plans and individualized education programs, service coordination, transition, least restrictive environments/natural environments, procedural safeguards, child identification, and diversity.
- **Funding.** *All* states are designing and undertaking to coordinate the use of multiple federal, state, and local (public and private) funding streams to enable their systems to operate more effectively and efficiently. For example, 47 states report using Medicaid to fund their state Part H programs.
- **Community Practices.** *All* states are disseminating information on innovative community-level practices and procedures that are developmentally appropriate and family centered, and on program designs and features to serve all children, including children with disabilities.
- **Public Awareness.** *All* states and jurisdictions have implemented plans for public awareness programs (especially related to child identification activities with effective media campaigns and service system names such as "First Steps," "Early On," "Baby Net," "CAREarly," "Every Step Counts," "Growing in Beauty," and "Sooner Start").
- **Local ICCs.** *All* states and jurisdictions have streamlined and/or developed organizational structures that create collaborative coordinating mechanisms. This infrastructure is intended to facilitate planning, decision making, and empowering parents so that local, regional, and state responsibilities can be bridged for service delivery involving public and private providers. For example, 41 states include local interagency coordinating councils (LICCs) in their Part H system.
- **Personnel.** *All* states and jurisdictions are addressing the complexities of ensuring that personnel (e.g., early interventionists, teachers, occupational and physical therapists, speech-language pathologists, psychologists, paraprofessionals, and nurses) are trained and qualified to operate their respective comprehensive service systems.
- **Volunteer Participation.** *All* states and jurisdictions indicate a high level of volunteer and collaborative participation, including involvement in the State Interagency Coordinating Council, council task forces and committees, and local and regional activities.
- **At-Risk Services.** Eleven states and jurisdictions have formally incorporated in their eligibility definitions at-risk populations to be served by the Part H program. Additionally, several other states include children with multiple risk factors in their definition of developmental delay.
- **Evaluation Studies.** Several states have undertaken general and targeted evaluation studies on the effectiveness of early childhood services, cost savings, developmental status of children, and family involvement.

Closing

Congress, through the passage of P.L. 99-457 and the current amendments to IDEA, has established a national agenda. This revitalized agenda seeks to expand the opportunities and benefits of early intervention

and preschool services to many more young children with special needs and their families in all of our nation's villages, towns, cities, and communities — from Maine to Guam and from Alaska to Puerto Rico. In particular, Congress has encouraged states and jurisdictions to enhance child development, maximize inclusive practices, and support and collaborate with families as partners throughout the planning and provision of services. Within the last couple of years, all states have actively responded to this national agenda. This federal-state-local partnership has created a positive framework for comprehensive service systems. Local service systems and structures have been planned and developed, and now are being widely implemented.

A parent of a child with disabilities reminds us that early childhood services are effective and cost saving:

> Services early in the life of children with special needs gives them an extra boost that, in many cases, will allow them to lead a more normal life as they grow older. It is very likely that a little effort up front with young children will result in a much lower need for services as the child progresses through the education system to adult life.
> (Personal communication, January 1995)

One Congressman aptly observed that this legislative agenda marks another important step in Congress' willingness to address the needs of people with disabilities and their families. The promises, hopes, and dreams of IDEA are poised to become a reality for all in need through the dedication, partnerships, use of new knowledge and resources, and hard work of America's citizens.

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NEC*TAS is a collaborative system, consisting of the coordinating office in Chapel Hill, North Carolina, with the Federation for Children with Special Needs, Georgetown University Child Development Center, National Association of State Directors of Special Education, University of Hawai'i at Manoa, and ZERO TO THREE: National Center for Infants, Toddlers and Families. The coordinating office is a program of Frank Porter Graham Child Development Center, University of North Carolina at Chapel Hill. Please contact NEC*TAS at:

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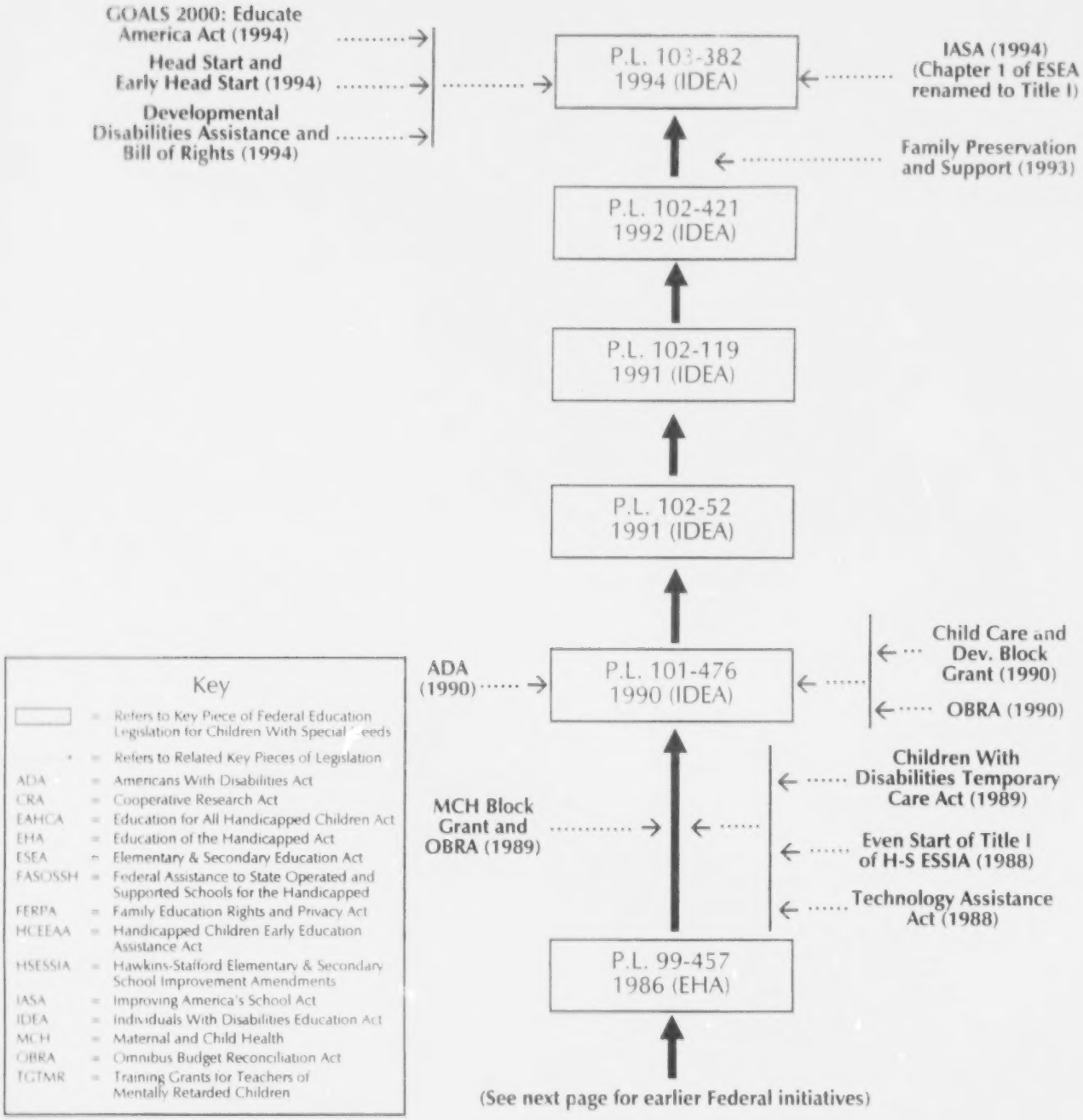
OSEP Project Officer: Peggy Cvach
Managing Editor: Nancy Guadagno

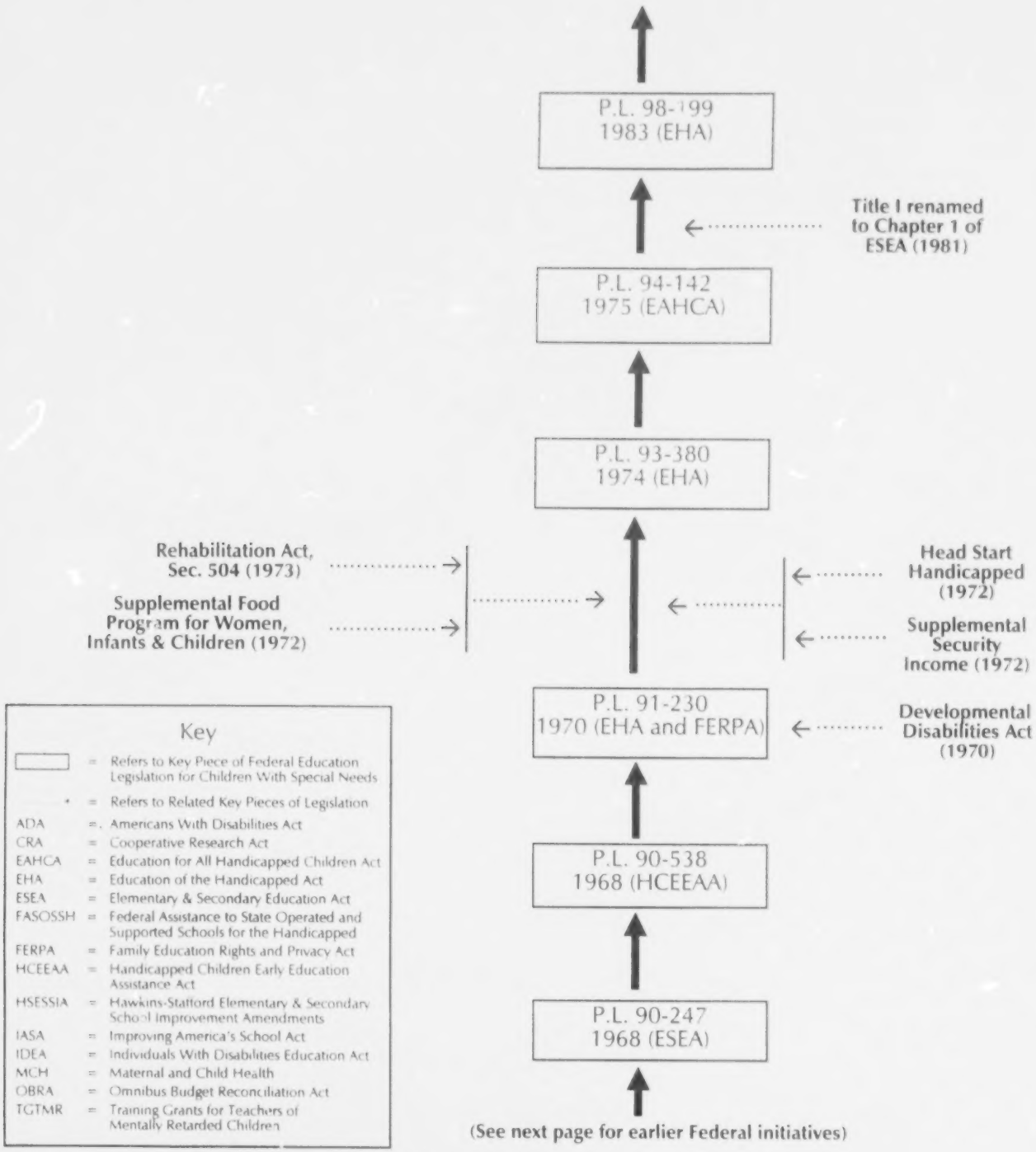
FIGURE 1

History of Federal Education and Selected Related Legislation Affecting Services to Infants, Toddlers, and Preschoolers With Special Needs and Their Families


GOALS 2000: Educate America Act (1994)
Head Start and Early Head Start (1994)
Developmental Disabilities Assistance and Bill of Rights (1994)
P.L. 103-382 1994 (IDEA)
IASA (1994) (Chapter 1 of ESEA renamed to Title I)
Family Preservation and Support (1993)
P.L. 102-421 1992 (IDEA)
P.L. 102-119 1991 (IDEA)
P.L. 102-52 1991 (IDEA)
ADA (1990)
P.L. 101-476 1990 (IDEA)
Child Care and Dev. Block Grant (1990)
OBRA (1990)
MCH Block Grant and OBRA (1989)
Children With Disabilities Temporary Care Act (1989)
Even Start of Title I of H-S ESSIA (1988)
Technology Assistance Act (1988)
P.L. 99-457 1986 (EHA)
Key
Refers to Key Piece of Federal Education Legislation for Children With Special Needs
Refers to Related Key Pieces of Legislation
ADA = Americans With Disabilities Act
CRA = Cooperative Research Act
EAHCA = Education for All Handicapped Children Act
EHA = Education of the Handicapped Act
ESEA = Elementary & Secondary Education Act
FASOSSH = Federal Assistance to State Operated and Supported Schools for the Handicapped
FERPA = Family Education Rights and Privacy Act
HCEEAA = Handicapped Children Early Education Assistance Act
HSESSIA = Hawkins-Stafford Elementary & Secondary School Improvement Amendments
IASA = Improving America's School Act
IDEA = Individuals With Disabilities Education Act
MCH = Maternal and Child Health
OBRA = Omnibus Budget Reconciliation Act
TGTMR = Training Grants for Teachers of Mentally Retarded Children

(See next page for earlier Federal initiatives)

FIGURE 1, *continued*
History of Federal Education and Selected Related Legislation Affecting Services to Infants, Toddlers, and Preschoolers With Special Needs and Their Families


P.L. 98-199
1983 (EHA)
Title I renamed to Chapter 1 of ESEA (1981)
P.L. 94-142
1975 (EAHCA)
P.L. 93-380
1974 (EHA)
Rehabilitation Act, Sec. 504 (1973)
Supplemental Food Program for Women, Infants & Children (1972)
Head Start Handicapped (1972)
Supplemental Security Income (1972)
P.L. 91-230
1970 (EHA and FERPA)
Developmental Disabilities Act (1970)
P.L. 90-538
1968 (HCEEAA)
P.L. 90-247
1968 (ESEA)
Key
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* = Refers to Related Key Pieces of Legislation
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FIGURE 1, *continued*

History of Federal Education and Selected Related Legislation Affecting Services to Infants, Toddlers, and Preschoolers With Special Needs and Their Families

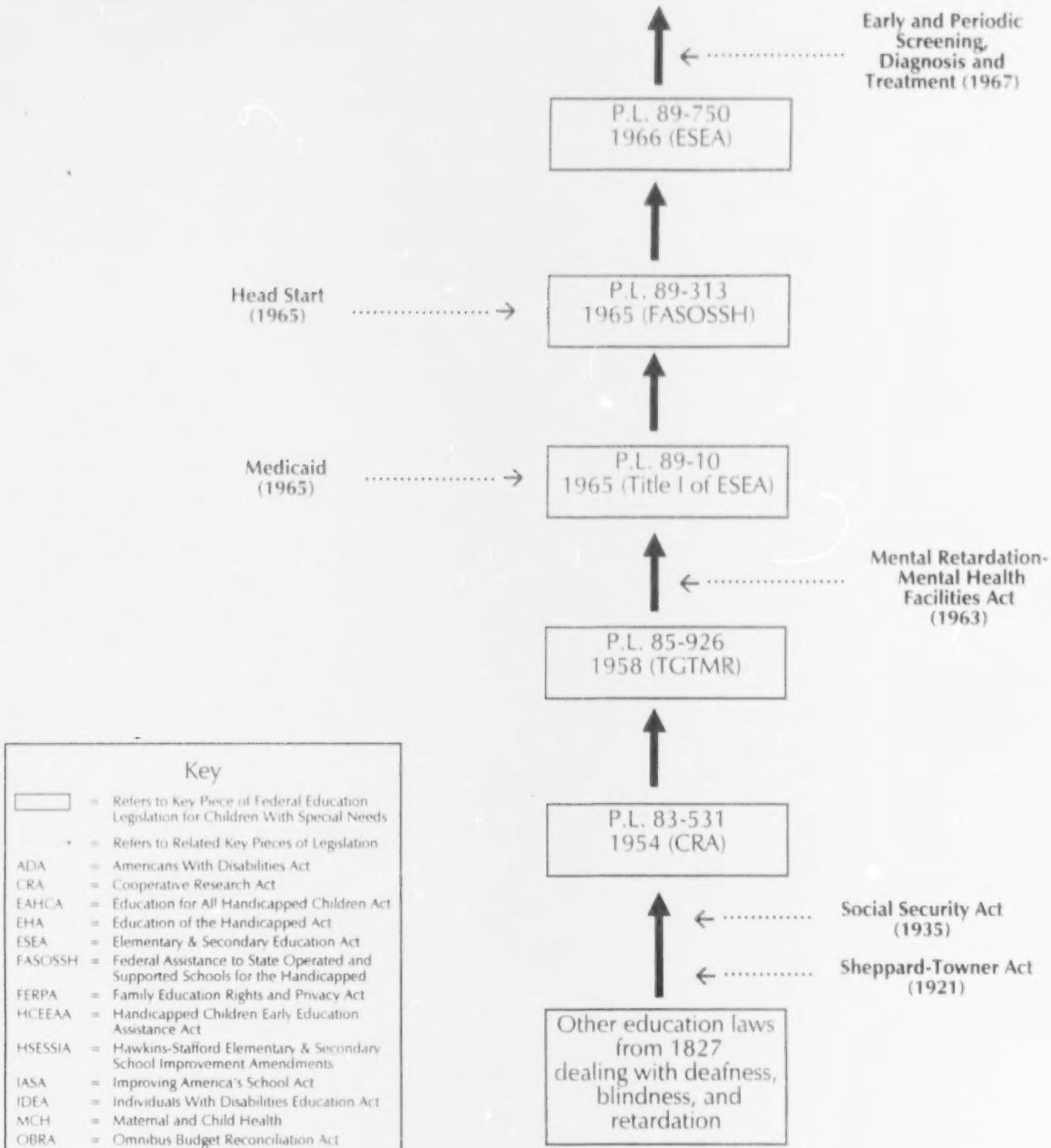
Early and Periodic Screening, Diagnosis and Treatment (1967)
P.L. 89-750
1966 (ESEA)
Head Start
(1965)
P.L. 89-313
1965 (FASOSSH)
Medicaid
(1965)
P.L. 89-10
1965 (Title I of ESEA)
Mental Retardation-Mental Health Facilities Act
(1963)
P.L. 85-926
1958 (TGTMR)
P.L. 83-531
1954 (CRA)
Social Security Act
(1935)
Sheppard-Towner Act
(1921)
Other education laws from 1827 dealing with deafness, blindness, and retardation
Key
= Refers to Key Piece of Federal Education Legislation for Children With Special Needs
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FIGURE 2

Status of Part H Funding by State/Jurisdiction

Awarded by OSEP through July 31, 1996

State	FY1991 (FI=18)	FY1992 (FI=41)	FY1993 (FI=54)	FY1994 (FI=54)	FY1995 (FI=51)	FY1996 (FI=28)	FY1997 (FI=16)
Alabama	EP1	EP2	FI	FI for FY1994 through FY1996			
Alaska	EP2	FI	FI for FY1993 through FY1995				
American Samoa	FI	FI for FY1992 through FY1994			FI for FY1995 through FY1997		
Arizona	EP2	FI	FI for FY1993 through FY1995				
Arkansas	FI	FI for FY1992 through FY1994			FI		
California	EP2	FI	FI	FI for FY1994 through FY1996			
Colorado	FI	FI for FY1992 through FY1994			FI for FY1995 through FY1997		
Connecticut	EP2	FI	FI for FY1993 through FY1995				
Delaware	EP2	FI	FI	FI	FI for FY1995 through FY1997		
District of Columbia	EP1	EP2	FI	FI for FY1994 through FY1996			
Florida	EP2	FI	FI	FI	FI for FY1995 through FY1997		
Georgia	EP1	EP2	FI	FI for FY1994 through FY1996			
Guam	FI	FI for FY1992 through FY1994					
Hawai'i	FI	FI for FY1992 through FY1994			FI for FY1995 through FY1997		
Idaho	FI	FI for FY1992 through FY1994			FI for FY1995 through FY1997		
Illinois	EP1	FI	FI for FY1993 through FY1995				
Indiana	EP1	EP2	FI	FI for FY1994 through FY1996			
Iowa	EP1	FI	FI for FY1993 through FY1995				
Kansas	FI	FI for FY1992 through FY1994					
Kentucky	EP1	EP2	FI	FI	FI for FY1995 through FY1997		
Louisiana	EP1	FI	FI for FY1993 through FY1995				
Maine	EP1	EP2	FI	FI for FY1994 through FY1996			
Maryland	FI	FI for FY1992 through FY1994			FI for FY1995 through FY1997		
Massachusetts	FI	FI for FY1992 through FY1994			FI for FY1995 through FY1997		
Michigan	EP1	FI	FI for FY1993 through FY1995				
Minnesota	EP1	EP2	FI	FI for FY1994 through FY1996			

Continued

Abbreviations:

EP1 Approved for first year of extended participation
EP2 Approved for second year of extended participation
FI Approved for full implementation
NP Not participating

Notes:

- Entries under the fiscal years reflect two submission options available to states and jurisdictions: annual submissions or 3-year submissions.
- Part H grant award is made through a consolidated grant under Chapter 2 of the Education Consolidation and Improvement Act of 1981 to Northern Marianas Islands, Palau, and Virgin Islands.
- The Department of Interior receives Part H allocation which it then distributes to tribes.
- Federated States of Micronesia and Republic of Marshall Islands are not currently eligible for this program.

Fig. 2, Status of Part H Funding by State/Jurisdiction, *continued*

State	FY1991	FY1992	FY1993	FY1994	FY1995	FY1996	FY1997
Mississippi	EP2	NP	FI	FI for FY1994 through FY1996			
Missouri	EP1	EP2	FI	FI	FI		
Montana	EP1	FI	FI for FY1993 through FY1995				
Nebraska	EP1	EP2	FI	FI for FY1994 through FY1996			
Nevada	EP1	FI	FI for FY1993 through FY1995				
New Hampshire	EP2	FI	FI for FY1993 through FY1995				
New Jersey	EP1	FI	FI	FI	FI for FY1995 through FY1997		
New Mexico	EP1	FI	FI for FY1993 through FY1995				
New York	EP1	FI	FI for FY1993 through FY1995				
North Carolina	FI	FI	FI for FY1993 through FY1995				
North Dakota	EP1	FI	FI	FI			
Ohio	FI	FI for FY1992 through FY1994			FI for FY1995 through FY1997		
Oklahoma	FI	FI for FY1992 through FY1994			FI for FY1995 through FY1997		
Oregon	EP2	FI	FI for FY1993 through FY1995				
Pennsylvania	FI	FI for FY1992 through FY1994			FI for FY1995 through FY1997		
Puerto Rico	EP1	EP2	FI	FI	FI		
Rhode Island	EP1	FI	FI for FY1993 through FY1995				
South Carolina	EP1	EP2	FI	FI for FY1994 through FY1996			
South Dakota	EP1	FI	FI for FY1993 through FY1995				
Tennessee	FI	FI for FY1992 through FY1994			FI for FY1995 through FY1997		
Texas	EP1	FI	FI for FY1993 through FY1995				
Utah	FI	FI for FY1992 through FY1994			FI for FY1995 through FY1997		
Vermont	EP2	FI	FI	FI for FY1994 through FY1996			
Virginia	EP1	FI	FI for FY1993 through FY1995				
Washington	EP1	EP2	FI	FI for FY1994 through FY1996			
West Virginia	FI	FI	FI for FY1993 through FY1995				
Wisconsin	FI	FI	FI for FY1993 through FY1995				
Wyoming	FI	FI for FY1992 through FY1994			FI for FY1995 through FY1997		

Abbreviations

EP1 Approved for first year of extended participation
EP2 Approved for second year of extended participation
FI Approved for full implementation
NP Not participating

Notes

- Entries under the fiscal years reflect two submission options available to states and jurisdictions: annual submissions or 3-year submissions.
- Part H grant award is made through a consolidated grant under Chapter 2 of the Education Consolidation and Improvement Act of 1981 to Northern Mariana Islands, Palau, and Virgin Islands.
- The Department of Interior receives Part H allocation which it then distributes to tribes.
- Federated States of Micronesia and Republic of Marshall Islands are not currently eligible for this program.

FIGURE 3

Minimum Components of a Statewide, Comprehensive System of Early Intervention Services to Infants and Toddlers With Special Needs

(Including American Indian Infants and Toddlers)

1. Definition of developmental delay
2. Timetable for ensuring appropriate services to all in need
3. Timely and comprehensive multidisciplinary evaluation of needs of children and families
4. Individualized family service plan and service coordination (case management) services
5. Comprehensive child find and referral system
6. Public awareness program
7. Central directory of services, resources, and research and demonstration projects
8. Comprehensive system of personnel development
9. Single line of authority in a lead agency designated or established by the Governor for carrying out:
   a. general administration and supervision
   b. identification and coordination of all available resources
   c. assignment of financial responsibility to the appropriate agencies
   d. development of procedures to ensure that services are provided pending resolution of any disputes
   e. entry into formal interagency agreements
   f. resolution of intra- and interagency agreements
10. Policy pertaining to contracting or making arrangements with local service providers
11. Procedure for securing timely reimbursement of funds
12. Procedural safeguards
13. Policies and procedures for personnel standards
14. System for compiling data on the early intervention programs

Note: Adapted from 34 CFR §§303.161 through 303.176. See also 20 U.S.C. §1476(b).

Figure 4

NEC*TAS List of Part H Lead Agencies

March 1997

State/Jurisdiction[1,2]	Lead Agency
Alabama	Rehabilitation Services
Alaska	Health & Social Services
American Samoa	Health
Arizona	Economic Security
Arkansas	Human Services/Developmental Disabilities (DD)
California	Developmental Services
Colorado	Education
Commonwealth of No. Mariana Islands[3]	Education
Connecticut	Mental Retardation
Delaware	Health and Social Services
District of Columbia	Human Services
Florida	Health (Children's Medical Services
Georgia	Human Resources/Division of Health
Guam	Education
Hawaii	Health
Idaho	Health & Welfare/DD
Illinois	Education
Indiana	Family and Social Services
Iowa	Education
Kansas	Health and Environment
Kentucky	Human Resources/Mental Health-Mental Retardation (MH-MR)
Louisiana	Education
Maine	Education
Maryland	Education
Massachusetts	Public Health
Michigan	Education
Minnesota	Education
Mississippi	Health
Missouri	Education
Montana	Public Health & Human Services
Nebraska	Education and Social Services (Co-Lead)
Nevada	Human Resources
New Hampshire	Health and Human Services
New Jersey	Health
New Mexico	Health/DD
New York	Health
North Carolina	Human Resources/MH-DD-Substance Abuse Services (SAS)
North Dakota	Human Services
Ohio	Health
Oklahoma	Education
Oregon	Education
Palau[3]	Education
Pennsylvania	Public Welfare
Puerto Rico	Health
Rhode Island	Health
South Carolina	Health & Environmental Control
South Dakota	Education
Tennessee	Education
Texas	Interagency Council on Early Childhood Intervention
Utah	Health
Vermont	Education and Human Services (Co-Lead)
Virgin Islands[3]	Education with Memo of Understanding (MOU) to Health
Virginia	MH/MR/SAS
Washington	Social & Health Services
West Virginia	Health & Human Services
Wisconsin	Health & Social Services
Wyoming	Health

[1] Federated States of Micronesia and Republic of Marshall Islands are not currently eligible for this federal program.

[2] The Department of the Interior (DOI) receives Part H allocation which then is distributed by DOI to tribes.

[3] Part H grant award is made through a consolidated grant under Chapter 2 of the Education Consolidation & Improvement Act of 1981.

Figure 5

Early Intervention and Preschool Services Specified Under IDEA

Services provided under IDEA may include, but are not limited to the following:

Under Part H
(Birth Through 2 years)

Assistive Technology Devices and Services

Audiology

Family Training, Counseling, and Home Visits

Health Services

Medical Services for Diagnosis or Evaluation

Nursing Services

Nutrition Services

Occupational Therapy

Physical Therapy

Psychological Services

Service Coordination Services

Social Work Services

Special Instruction

Speech-Language Pathology

Transportation and Related Costs

Vision Services

(For Part H, see 34 Code of Federal Register (CFR) §303.12(d).)

Under Part B
(3 Through 5 Years)

Assistive Technology Devices and Services

Audiology

Counseling Services

Early Identification and Assessment

Medical Services for Diagnosis or Evaluation

Occupational Therapy

Parent Counseling and Training

Physical Therapy

Psychological Services

Recreation

Rehabilitation Counseling Services

School Health Services

Social Work Services in Schools

Special Education

Speech Pathology

Transportation

(For Part B, see 34 CFR §§300.5, 300.6, 300.16, and 300.17.)

FIGURE 6

Selected Information About the Infants and Toddlers Program (Part H) of IDEA

Fiscal Year	Appropriations (million $)	Children [1] Served
1987	50	
1988	67	
1989	69	
1990	79	
1991	117	194,363 (1.77%)
1992	175	166,634[2] (1.41%)
1993	213	143,392[2] (1.18%)
1994	253	154,065 (1.30%)
1995	316[3]	156,253 (1.41%)
1996	316	177,673 (1.49%)
1997	316	data not available

1 Number and percentage of infants and toddlers receiving early intervention services under Part H, Chapter 1, and other programs as of December 1 of the Federal fiscal year. For example, for fiscal year 1991, 194,000 children were reported to be receiving services as of December 1, 1990.

2 A combination of factors appears to account for the apparent decline in these child counts:

- early inaccuracies, including duplicated counts in state data collection systems;
- inclusion in earlier years of children who only received some services and who did not necessarily have IFSPs; and
- in the count for 1993, the decline in the reported number of children served in several large states masked the reports from 39 other jurisdictions of increases in the number of children served.

3 Includes $34 million to offset the elimination of funding for the Chapter 1 Handicapped Program.

FIGURE 7

History of Assurance of Free Appropriate Public Education (FAPE)

The chart below indicates the school year in which states and jurisdictions assured FAPE for all children with disabilities, beginning at 3 years of age except as noted.

1973-1974	Illinois
	Michigan[1]
	Wisconsin
1974-1975	Alaska
	Texas
1975-1976	Iowa[1]
	Virginia[2]
1976-1977	Massachusetts
	Rhode Island
	South Dakota
1977-1978	American Samoa[1]
	Louisiana
	New Hampshire
1978-1979	Maryland[3]
1979-1980	Nebraska[1]
1980-1981	Hawaii
1981-1982	Guam[1]
	Virgin Islands
1983-1984	District of Columbia
	New Jersey
1985-1986	North Dakota
	Puerto Rico[1]
	Washington
1986-1987	Minnesota[1]
1987-1988	Bureau of Indian Affairs[4]
1988-1989	Utah
1989-1990	Idaho
	Palau[1]
1990-1991	Montana
	Nevada
	Northern Mariana Islands[1]
	Wyoming
1991-1992	Alabama
	Arizona
	Arkansas
	California
	Colorado
	Connecticut
	Delaware
	Florida
	Georgia
	Indiana
	Kansas
	Kentucky
	Maine
	Marshall Islands
	Mississippi
	Missouri
	New Mexico
	New York
	North Carolina
	Ohio
	Oklahoma
	Pennsylvania
	South Carolina
	Tennessee
	Vermont
	West Virginia
1992-1993	Oregon
1993-1994	Department of Defense (overseas)
	Federated States of Micronesia[1]

[1] Assures FAPE to all children with disabilities beginning at birth.
[2] Assures FAPE to all children with disabilities beginning at 2 years of age.
[3] Children birth through 2 years served under Part H beginning in 1990.
[4] BIA is no longer responsible for assuring FAPE for preschool children with disabilities.

FIGURE 8

Selected Information About the Preschool Grants Program (Section 619 of Part B) of IDEA

Fiscal Year	Appropriations (million $)	Children Served[1]	$ Allocated per Child
1977	12	197,000	63
1986	28	260,931	110
1987	180	265,831	677
1988	201	288,459	697
1989	247	321,875	767
1990	251	352,866	711
1991	292	366,689	797
1992	320	396,973	806
1993	326	441,089	739
1994	339	478,617	707
1995	360	527,789	683
1996	360	549,154[2]	656[2]
1997	360	—— data not available ——	

[1] Number of 3 through 5 year olds receiving special education and related services as of December 1 of each Federal fiscal year. For example, for fiscal year 1986, 261,000 children were reported to be receiving services as of December 1, 1985.

[2] Preliminary data.

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FIGURE 9

OSEP Early Childhood Branch: Program Overview

October 1996

Purpose: *To assist in developing and implementing more and better services for young children (birth through 8 years of age) with disabilities and their families through implementation of the Individuals with Disabilities Education Act (IDEA)*

State Grant Programs

Program for Infants and Toddlers With Disabilities — Part H

- Develop state system
- Provide comprehensive early intervention services for children, birth through 2 years, with special needs

Preschool Grants Program — Part B-Section 619

- Provide free, appropriate public education for children, ages 3 through 5 years, with disabilities

Early Education Program for Children with Disabilities (EEPCD) Projects

Demonstration Projects (n=35)

- Development, demonstration, and dissemination of innovative service models, methods, and materials

Funding: 3-5 Years

Inservice Training Projects (n=18)

- Development of inservice training models, methods, and materials
- Inservice training for early intervention and related services personnel

Funding: 3 Years

Outreach Projects (n=49)

Stimulation of quality services through:

- Model replication
- Training
- Consultation
- Product development
- Capacity building

Funding: 3 Years

Research Institutes (n=6)

Applied research into:

- Culturally and Linguistically Appropriate Services
- Early Elementary Practices
- Inclusion
- Increasing Learning Opportunities
- Program Performance Measures
- Service Utilization

Funding: 5 Years

Technical Assistance (n=1)

The National Early Childhood Technical Assistance System (NEC*TAS) provides technical assistance to state and jurisdictional planners for Part H and Section 619 of Part B of IDEA, to EEPCD projects, to the FICC, and to others.

Funding: 3 Years

FIGURE 10: The NEC*TAS Consortium

Mission: To assist states and communities as they develop and implement multidisciplinary, coordinated, culturally appropriate, community-based, comprehensive, and high-quality services for young children with special needs and their families. Assistance also is provided to OSEP-sponsored demonstration, inservice training, and outreach projects which create and disseminate innovative practices to communities and states, as well as to other recipients such as the Federal Interagency Coordinating Council (FICC).

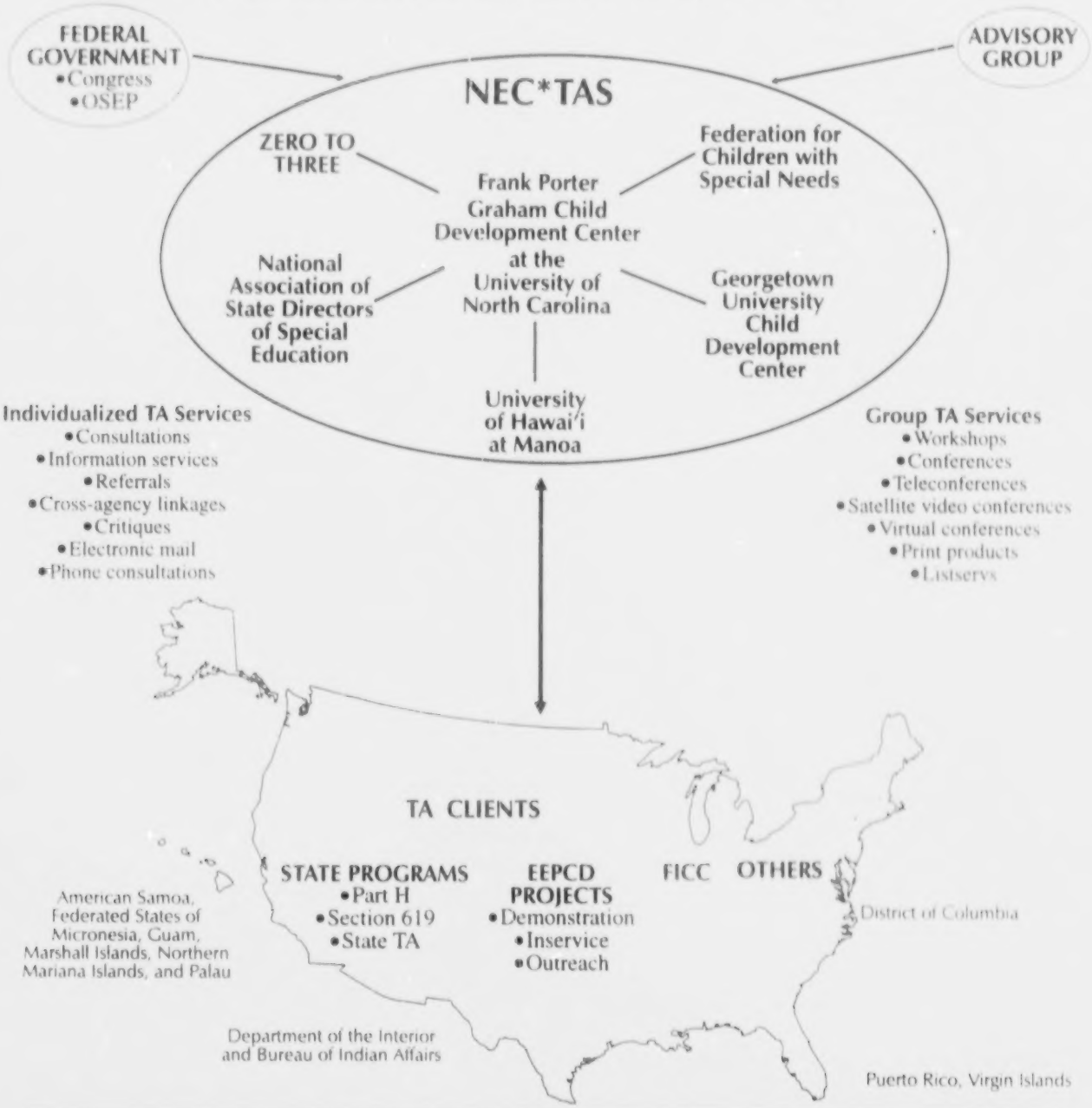
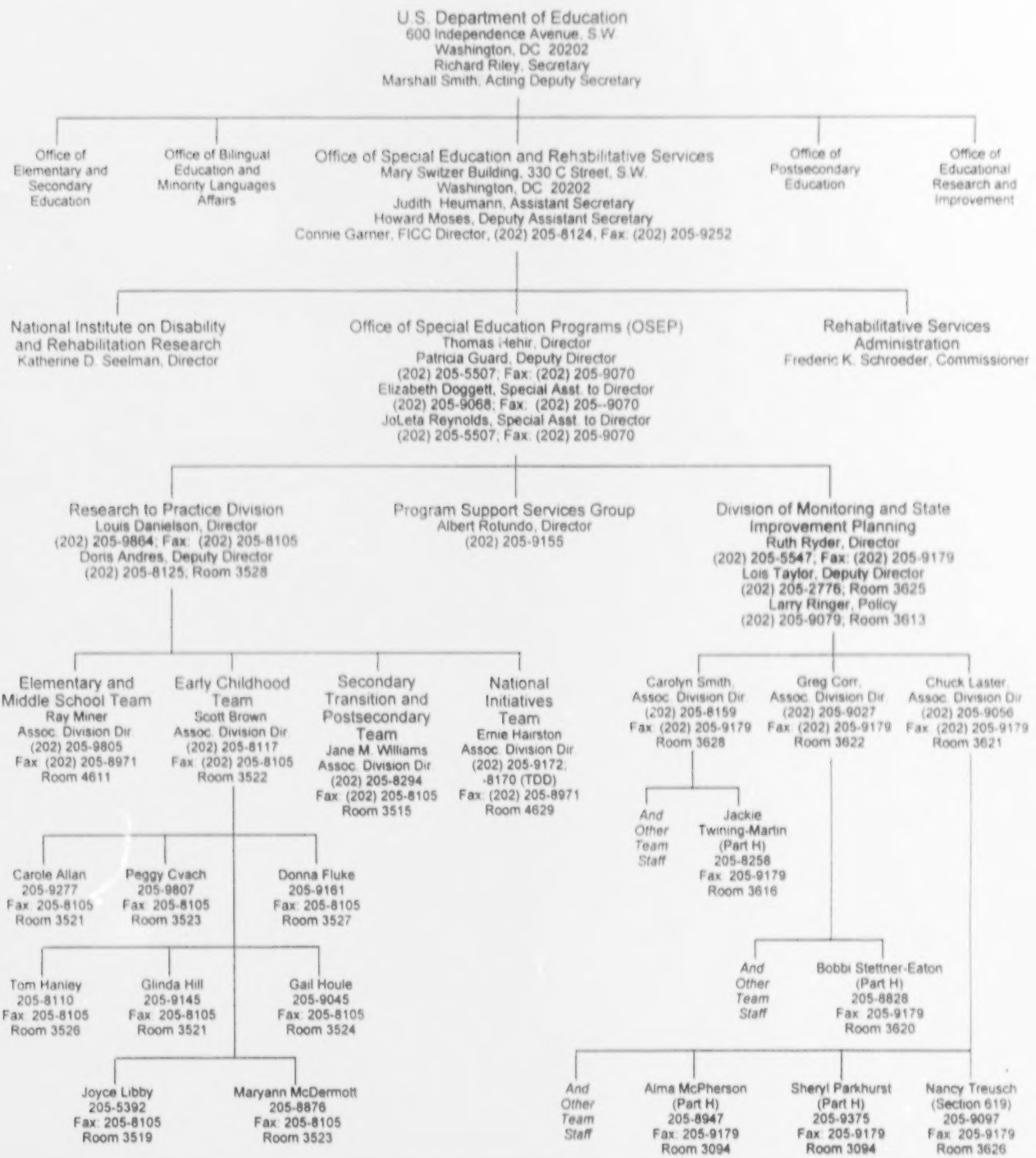


FIGURE 11

U.S. Department of Education Organization Chart

(Abbreviated; as of June 1997)



Other Resources Available From NEC*TAS

Helping Our Nation's Infants and Toddlers with Disabilities and Their Families

A Briefing Paper on Part H of the Individuals with Disabilities Education Act (IDEA), 1986-1995

Ad Hoc Part H Work Group. 1995, 39 pp.; $5.00

Provides background information and a preliminary report of the achievements and future needs for the Part H Program of IDEA as reported by states.

State/Jurisdiction Definitions of Eligibility for Part H

Jo Shackelford, 1995, 14 pp.; $2.50.

Analyzes state's Part H definitions of developmental delay, established conditions and biological and environmental risk categories. A chart lists each state's eligibility definition and identifies states serving children at risk for developing delays.

Assuring the Family's Role on the Early Intervention Team: Explaining Rights and Safeguards

Joicey Hurth & Paula Goff, 1996, 28 pp.; $6.00.

Presents a synthesis of innovative practices and ideas for explaining procedural safeguards to families in ways that are supportive of their role as partners in the early intervention process.

Assisting Our Nation's Preschool Children with Disabilities and Their Families

A Briefing Paper on section 619 of Part B of the Individuals with Disabilities Education Act (IDEA), 1986-1995

Ad Hoc 619 Work Group. 1995, 23 pp.; $5.00

Provides background information and a preliminary report of the accomplishments and future needs for the Preschool Grants Program of IDEA.

Preschool Special Education Eligibility Classifications and Criteria

Joan Danaher, 1995, 12 pp., $2.50.

Discusses states' classifications and criteria for preschool special education eligibility. A table summarizes eligibility criteria by state.

Including Young Children With Disabilities in Community Settings: A Resource Packet

deFosset, Rasbold, Battigelli, Ament, & Rooney (Eds.), 1996, 170 pp.; $15.00.

A variety of resources provide information on varied perspectives on inclusionary practices, relevant provisions of the ADA, and the basis in federal law for inclusive practices. Includes a copy of the second edition of *EEPCD Resources Supporting Inclusion* and an annotated bibliography of selected resources.

Order Information

- Make checks, money orders, or purchase orders payable, in U.S. dollars, to the University of North Carolina at Chapel Hill (UNC-CH).
- MasterCard and VISA are accepted by phone, fax, or E-mail.
- Prices include shipping and handling.
- Quantity discounts are available. For details, please call NEC*TAS Publications at (919) 962-2001.

A complete list of NEC*TAS resources may viewed on the World Wide Web at http://www.nectas.unc.edu/, or will be mailed upon request.

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